DOCUMENT RESUME

ED 189 412 CE 026 033

TITLE Competency Based Education Inservice for Part Time Community College Occupational Education Teachers. Selecting Learning Activities: Module #4.

INSTITUTION Washtenaw Community Coll., Ann Arbor, Mich.

SPONS AGENCY Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

NOTE 98p.; Not available in paper copy due to light type on colored paper. For related documents see CE 025 030-034. Prepared in collaboration with Rande, Ltd., Research and Development in Education.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.

DESCRIPTORS Behavioral Objectives; *Classroom Techniques; Community Colleges; *Competency Based Education; Competency Based Teacher Education; *Inservice Teacher Education; Learning Activities; Learning Modules; *Media Selection; Part Time Faculty; *Teaching Methods; Tests; Two Year Colleges; *Vocational Education

ABSTRACT

This self-instructional, self-paced module is the fourth of five in a series, Competency Based Education Inservice for Part Time Community College Occupational Education Teachers. (See note for other modules.) Its purpose is to enable teachers to select and evaluate learning activities and tc implement them in the classroom using suitable classroom management procedures. Contents include these sequential elements: introductory material, including performance and enabling objectives and background information (such as time duration); exemption, prerequisite skills, and exit tests; a series of learning experiences corresponding to enabling objectives with a test and feedback section for each experience; and a community college applications section. This final section provides examples of the concept in this module applied to a variety of Community College Occupational Programs and discusses special considerations for community college instructors. Appendixes include a list of other guides to free and inexpensive materials, evaluation forms for instructional materials, and a glossary of essential and implied characteristics of teaching methodologies. (YLB)

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SELECTING LEARNING ACTIVITIES module #4

SELF INSTRUCTION MATERIALS

COMMUNITY COLLEGE TEACHERS

PROJECT TITLE:

COMPETENCY BASED EDUCATION INSERVICE FOR PART TIME COMMUNITY COLLEGE OCCUPATIONAL EDUCATION TEACHERS.

PROJECT NUMBER:

3256 - 7197

ED189412

This project will orientate part-time community college teachers to the mission, nature, and purpose of Michigan Community College Occupational Technical Education, and the use of Competency Based Education.

This project was developed by Washtenaw Community College, Ann Arbor, Michigan in cooperation with Rande Ltd., Research and Development in Education, consultants responsible for adapting Michigan Department of Education CBE III materials for this project.

FUNDED BY: THE MICHIGAN DEPARTMENT OF EDUCATION

VOCATIONAL TECHNICAL SERVICE

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CBE 4

PREFACE

The materials you are about to study is one of six modules in an instructional sequence for community college instructors. They are:

0. Orientation to Michigan Community Colleges
1. Program Goals or Competencies
2. Performance Objectives
3. Objective-Referenced Testing
4. Selecting Learning Activities
5. Follow-up and Evaluation

Each module can be covered as a unit. For comprehensive knowledge of the elements of competency-based education, as it applies to the community college, all six modules should be completed. These instructional modules and their supporting materials have been designed to allow you to work at your own pace in a location of your choice.

Each module contains the sequential elements which have been color coded to highlight each component:

1. Introductory Material.....Yellow
   (including Performance Objectives)
2. Tests (Exemption, Prerequisite Skills, and Exit Tests).....Green
3. A Series of Learning Experiences.....White
   (with a test and feedback section for each experience)
4. Appendices.....Blue
5. Community College Application.....Pink

Therefore, you will notice that only the white pages contain the information and exercises you will need to complete to learn each knowledge, skill, or judgment. The remaining pages are provided for your individual use and information as you work through the module.

The examples provided in this module relate to a variety of educational settings. However, you will find that the pink Community College Application section provides examples of the concept in this module applied to a variety of Community College Occupational Programs. Futhermore, this application section includes a discussion of special considerations for community college instructors.

> Read the beginning of the pink section before starting the module; then read the second part of the pink section after completing the module. In this way the Community College Application section should help you develop a CBE framework for your area of specialization.

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I. INTRODUCTION

In the previous modules in this series you have written program goals, performance objectives, and objective-referenced test items. These provide the framework for the design of a competency-based program. This module will deal with the process of implementing the instruction in your classroom.

In "Module #2 - Performance Objectives," there was a constant reminder that performance objectives were actually a statement of the testing situation and not the learning situation. Here we will begin the process of structuring effective learning situations which will enable students to achieve the performance objectives. In competency-based education all of the learning activities are directed towards the achievement of certain pre-specified performance objectives. A teacher does not design learning activities based upon a general notion of the topic of the lesson, or even based upon a content outline. Instead, all learning activities must directly relate to performance objectives.

The first step in this module is for you to select a cluster of performance objectives to use as the basis for your learning design. Use the following suggestions as an aid to you as you pick the objectives you want to work with in this module.

1. Pick terminal performance objectives from the course you worked on in Module #2.
2. If possible, pick some of the objectives for which you wrote ORT's.

3. Pick objectives that are related to each other. They may be an entire unit, or they may be part of a unit, but they should be related.

4. Pick performance objectives that cover a part of your course that you are not particularly happy with the way you are teaching. This will give you an opportunity to improve this part of the class.

5. Pick performance objectives that cover a part of your course that students typically have difficulties with.

Now select three performance objectives using some of the above guidelines.

In addition, describe the characteristics of the students in the course for which these performance objectives are written. Include pertinent information such as:

a. age
b. grade
c. previous experience in the subject
d. basic skills level (reading, math, composition)
e. other.

Write the three performance objectives and the student characteristics on a separate sheet of paper. They will be turned in with your response sheets from this module.

II. PERFORMANCE OBJECTIVES

When you complete this module, you will have achieved the following objectives:

Terminal Performance Objective

Given three related performance objectives (part of a unit in your area of specialization), you will describe learning activities and procedures for implementing those objectives in a CBE mode. The learning activities must:

a. include a variety of teaching processes
b. meet the needs of the range of students typically found in your classes
c. use a variety of teaching resources

The implementation procedures must:

a. provide ways of allowing for all students to meet each objective
b. provide alternatives for students who do not pass the prerequisite skills test

Enabling Objectives

Given three related performance objectives (part of a unit in your area of specialization) . . .

1. You will select and evaluate at least 15 instructional materials which you would use to teach these objectives. The materials should include at least three items in each of the following categories:

   a. textbooks, monographs, pamphlets, etc.
   b. audio-visual support materials
   c. worksheets, workbooks, modules, etc.

   In addition, you should identify the type of student most likely to benefit from each item making sure at least three types of students are identified.

2. You will describe at least one different teaching/learning activity which you have not used before for each performance objective. These descriptions should:

   a. utilize as many of the instructional materials identified in enabling objective #1 as possible
   b. clearly explain what the teacher will be doing during the lesson
   c. clearly explain what the students will be doing during the lesson
   d. identify other resources or facilities needed
   e. be appropriate for the types of students in the class.

3. You will describe classroom management procedures which would:

   a. provide a way for all students to meet each objective
   b. provide alternatives for students who do not pass the prerequisite skills test
   c. arrange the learning activities to meet the needs of individual students.

III. BACKGROUND INFORMATION

A. This instructional module is designed to help you achieve these program goals:

1. SELECT STRATEGIES, MATERIALS, SUPPLIES, EQUIPMENT, AND RESOURCES TO PROVIDE SUITABLE ALTERNATIVES FOR STUDENTS.

2. USE A VARIETY OF LEARNING ACTIVITIES FOR STUDENTS TO ACHIEVE THE TERMINAL PERFORMANCE OBJECTIVE.[1]

B. This module should take approximately two hours to complete. This estimated time may help you to pace yourself.

C. You will NOT have to purchase any books or materials in order to complete this module. Many informative materials and books are available, however. A sample list appears below.

Aubrey, Ruth H. Selected Free Materials for Classroom Teachers. Belmont, California: Fearon Publishers, 1971.

Briggs, Leslie J., et. al., Instructional Media: A Procedure for the Design of Multi-Media Instruction, A Critical Review of Research, and Suggestions for Future Research, Pittsburgh, PA.: American Institute for Research, 1967.

Dale, Edgar, Audio-visual Methods in Teaching, New York: Holt, Rinehart and Winston, 1970.

Gerhard, Muriel, Effective Teaching Strategies with The Behavioral Outcomes Approach. West Nyack, N.Y.: Parker Publishing Company Inc., 1971.

Gerlach, Vernon S. and Ely, Donald P., Teaching and Media: A Systematic Approach. Prentice-Hall, 1971.

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[1]These Program Goals were developed by the teachers who participated in the Michigan COAST Project 1974075. This was a state wide effort to design a model competency-based teacher education program for all secondary teachers. This project was led by Wayne State University and Ferris State College.

Houston W. Robert, et. al, Resources for Performance-Based Education. Albany N.Y.: New York State Education Department, Division of Teacher Education and Certification and Multi-State Consortium on Performance-Based Education, 1973.

IV. EXEMPTION TEST

Rationale

A basic concept of competency-based education is to provide instruction to meet the needs and abilities of each individual student. A first step is to determine whether the student, you in this instance, needs this instruction or if you already have the knowledge, skills, or judgments in question. So, you're now being asked to take an Exemption Test. In general, an Exemption Test is administered to assess achievement of course performance objectives. It is administered before instruction; passage exempts the learner from that instruction.

This test will not affect your class standing, but it helps you in two ways:

1. The Exemption Test covers the learning on the Exit Test. So, you get to take the test in advance.

2. By succeeding on the Exemption Test, you may bypass portions, or all, of the instruction. Then you can spend your time on other parts of the program.

Module 4
Choosing the Learning Activities
for the Performance Objectives

EXEMPTION TEST RESPONSE SHEET

Student's Name _____

DIRECTIONS:

1. The Exemption Test assesses achievement of the module performance objectives. It is administered before instruction; passage exempts the learner from that instruction.

2. Use this test before working through the module.

3. Do not write on, or use, this section after you have read the module or completed the learning experiences.

Enabling Objective #1

Using the performance objectives you identified at the beginning of this module, evaluate and select at least 15 instructional materials which you would use for certain types of students to achieve these objectives. At least three of the materials should be in each of the following categories:

a. textbooks, monographs, pamphlets, etc.
b. audio-visual support materials
c. worksheets, handouts, workbooks, modules, etc.

Include a complete bibliographic reference for each piece of material and fill out the following chart. Star those which you have used before. Attach your list of target performance objectives and student characteristics.

Instructional Materials*	Related P.O. No.(s)	Summary of Evaluation	Type of Student For Which Recommended

*Give particular pages or section if only part related to your performance objective.

Enabling Objective #2

Your first task is to name and describe each of the three strategies you have selected.

Strategy #1

Name of your strategy: _____
(Remember to be creative)

_____

Brief description of your strategy: _____

_____

_____

_____

Equipment Needed, if any: _____

_____

Supplies Needed, if any: _____

_____

Student Instructional Materials, if any: _____

_____

_____

Teacher Instructional Materials, if any: _____

_____

_____

Resource Persons, if any: _____

_____

Facilities Needed, if any: _____

_____

Strategy #2

Name of your strategy: _____
(Remember to be creative)

_____

Brief description of your strategy: _____

_____

_____

_____

_____

Equipment Needed, if any: _____

_____

Supplies Needed, if any: _____

_____

_____

Student Instructional Materials, if any: _____

_____

_____

_____

Teacher Instructional Materials, if any: _____

_____

_____

_____

Resource Persons, if any: _____

_____

Facilities Needed, if any: _____

_____

Strategy #3

Name of your strategy:
(Remember to be creative)

Brief description of your strategy:

Equipment Needed, if any:

Supplies Needed, if any:

Student Instructional Materials, if any:

Teacher Instructional Materials, if any:

Resource Persons, if any:

Facilities Needed, if any:

Enabling Objective #2-B

Record your conclusions for each objective.

QUESTION	YES FOR OBJ. 1	2	3	NO FOR OBJ. 1	2	3	NOT APPLICABLE OR COMMENTS
1. Would this approach enable students to achieve the given performance objective?							Obj. 1 Obj. 2 Obj. 3
2. Are special resources required to use this approach? (Consider equipment, facilities, other teaching personnel, supplies, etc.) If so, are these available?							Obj. 1 Obj. 2 Obj. 3
3. Would you need special training or talents to use this approach? If so, do you have these skills?							Obj. 1 Obj. 2 Obj. 3
4. Would the approach take an appropriate amount of time?							Obj. 1 Obj. 2 Obj. 3
5. Could there be any side effects on the students (e.g., increased interest in the new field, exposure to different types of persons, etc.)? Would the side effects be desirable?							Obj. 1 Obj. 2 Obj. 3
6. Is the required preparation time realistic in terms of your other commitments?							Obj. 1 Obj. 2 Obj. 3

QUESTION	YES FOR OBJ. 1	2	3	NO FOR OBJ. 1	2	3	NOT APPLICABLE OR COMMENTS
7. Would you be able to use the products of the preparation for other teaching/learning activities?							Obj. 1 Obj. 2 Obj. 3
8. Have students been over exposed to this type of approach?							Obj. 1 Obj. Obj. 3
9. Would you feel interested in teaching this way?							Obj. 1 Obj. 2 Obj. 3
10. Is the cost of implementing this approach within reason?							Obj. 1 Obj. 2 Obj. 3
11. Is the strategy appropriate for all students? (Consider any special needs students, etc.)							Obj. 1 Obj. 2 Obj. 3
12. Other (specify)							Obj. 1 Obj. 2 Obj. 3
13. Other (specify)							Obj. 1 Obj. 2 Obj. 3
14. Other (specify)							Obj. 1 Obj. 2 Obj. 3

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Enabling Objective #2-C

	Teacher Activity		Corresponding Student Activity
	Time	Description	
Beginning A Lesson			
Body of Lesson			
Ending A Lesson			

Enabling Objective #3

Write a "handout" for your class which will explain the procedures you have established to provide a way for all students to achieve all performance objectives. Consider the following:

1. What arrangements are made for students who do not pass the performance objectives?
2. What provisions are there for recycling until students pass the test for each objective?
3. How will the learning activities be generally arranged to meet individual needs?

To evaluate yourself on the Exemption Test, turn to the guidelines that follow.

Feedback

Enabling Objective #1

Use the following guidelines to check your answers.

	Yes	No
1. Are there at least 15 different instructional materials?	___	___
2. Are there at least 3 in each of the following categories:		
a. textbooks, etc.?	___	___
b. audio-visual?	___	___
c. workbooks, modules, etc.?	___	___
3. Do all of the materials relate to one or more performance objectives?	___	___
4. Is there an evaluation and recommended use for each item?	___	___
5. Are the students identified for whom the modules should be used?	___	___

To pass this test, you need all "yes's."

Feedback

Enabling Objective #2

Apply the following guidelines in evaluating your description of your strategy.

	YES	NO	NOT APPLICABLE OR COMMENTS
1. Has an appropriate analysis been made of the strategies?	___	___	_____
2. Is the strategy appropriate of the given performance objective?	___	___	_____
3. Will the strategy be likely to hold the interest of high school or junior high students?	___	___	_____
4. Does the strategy allow for student participation and involvement?	___	___	_____
5. Is the strategy a creative approach to teaching this performance objective?	___	___	_____
6. Is the strategy suitable for the time available?	___	___	_____
7. Is the implementation cost appropriate?	___	___	_____
8. Have the required resources been identified?	___	___	_____
1. equipment	___	___	_____
2. supplies	___	___	_____
3. student materials	___	___	_____
4. teacher materials	___	___	_____
5. resource materials	___	___	_____
6. facilities	___	___	_____
7. other	___	___	_____

Feedback

	YES	NO	NOT APPLICABLE OR COMMENTS
9. Are the teacher activities related to student activities?	___	___	_____
10. Are the teacher activities sequenced logically?	___	___	_____
11. Is there sufficient diversity of teacher activity?	___	___	_____
12. Is there a sufficient diversity of student activity?	___	___	_____
13. Are supplementary materials appropriately used?	___	___	_____

To pass this test you need at least 16 "yes's."

Enabling Objective #3

Use the following questions as a guide for evaluating your response.

	Yes	No	NA
1. Is there a way specified to provide time for individuals to work at their own rate?	___	___	___
2. Are there provisions for:			
a. teacher-student interaction?	___	___	___
b. student-student interaction?	___	___	___
3. Are there provisions for a variety of teaching/learning activities?	___	___	___
4. Are there provisions for accommodating students without the prerequisite skills?	___	___	___
5. Are the instructional materials arranged to meet individual needs?	___	___	___

All of the above "Yes's" must be checked.

If your explanation was complete, move on to the next section of the module.

If you missed any of the above points, go back and read this section of the module again.

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Each part of this Exemption Test was related to an objective. If you mastered any part, you will be exempted from that portion of the learning experience. If you have a perfect score on the entire test, you are completely exempted, for you already have the skills and knowledge presented in this module. If you did not do well, it will be necessary for you to complete the module. If you have any questions or need more information, see an instructor if one is available. If an instructor is not available, go to an expert in your school system for help.

V. LEARNING EXPERIENCES

Identify Instructional Materials

Enabling Objective #1

Given three related performance objectives (part of a unit in your area of specialization), you will locate, select and evaluate at least 15 instructional materials which you would use to teach these objectives. The materials should include at least 3 items in each of the following categories:

a. textbooks, monographs, pamphlets, etc.
b. audio-visual support materials
c. worksheets, workbooks, modules, etc.

In addition, you should identify the type of student most likely to benefit by each item making sure at least three types of students are discussed.

Instructional materials form one of the key tools of the teaching trade. Some of the best teachers are the ones who keep up to date on the new things which are available in their area and are able to select materials which are effective with students, as well as accurate in terms of content. This is a critical skill for teachers in a competency-based program as well as teachers in traditional programs. However, in CBE there is an increased emphasis on meeting the needs of individual learners, and one of the ways of doing this is to provide a wide variety of instructional materials which are directed towards the performance objectives of the course.

There are three facets of the task in this part of the module:

1. locating effective materials
2. evaluating and selecting materials which are appropriate for your students
3. matching materials (or parts of the materials) with the performance objectives.

First, let's look at the task of finding the materials in the first place. Of course, there are local resources in most school districts -- instructional resource centers, audio-visual centers curriculum planning areas, professional libraries, etc. And the most common source of instructional materials is probably other teachers. But there are some special sources[2] which might prove useful. These include:

1 State and federal agencies and departments. In Michigan, the Michigan Department of Education has many resources for teachers. Teachers would contact the area related to their specialization, e.g., Vocational-Technical Education Services, General Education, Special Education, etc. In the Teacher Preparation and Professional Development area there is a small competency-based education resource center which has some materials and sources of materials for teachers. Also, in Michigan, there are Regional Educational Media Centers (REMC) located throughout the state as a part of selected intermediate school districts. These are available for teachers use. And, as of July 1, 1976, the Detroit Public Library will provide statewide services. Some of these appropriate for teachers include:

1. TIP - The Information Place, a source of answers to any question.

2. Serves as a Regional depository for Government Printing Office publications, reserving over 35,000 a year.

From the federal government, the U.S. Government Organization Manual will give you an overview of various agencies and departments which offer materials to teachers. The Government Printing Office has a list of available publications which you can order from: Superintendent of Documents, Government Printing Office, Washington, D.C. 20402.

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[2]Much of this information is from Instructional Media: Selection and Utilization by Marilyn K. Odum. This is one of the Professional Development Modules from the University of Houston, College of Education.

2. Social Studies teachers, especially, have long used foreign governments for information about their countries. Typically, this type of information can be gathered by writing a letter to the embassy in Washington.

3. Professional education associations often have materials available for teachers in that curriculum area.

4. Much of the above material is available for purchase. There is also a wealth of free and inexpensive material. There are guides published to these materials which include both print and media. See Appendix A for a partial list of some guides to these free and inexpensive materials. This includes some references to media.

The next major problem in this task is to evaluate and select the materials which are most appropriate for both your students and the subject matter you are teaching. There are three forms provided in this module for your use in evaluating different types of instructional materials. One is for textbooks, but is also applicable for evaluating monographs, pamphlets, and similar types of printed materials. The second is for audio-visual presentation, but can be adapted for use with either audio or visual aids. And the third is for self-instructional modules. This can be adapted (but with more difficulty) for use with other types of student response materials such as programmed instruction, workbooks, etc. See Appendix B for these three evaluation forms.

The last part of the task is that of carefully analyzing each piece of instructional material to match it with a performance objective. The match must be direct, not generally related. This is a critical step, for if the materials do

not match the objective, even the best of items is worthless for this situation.

Included in this analysis and evaluation is consideration of the type of student who would benefit most by this piece of instructional material as well as its recommended use. The ideal type of arrangement is to have materials on varying levels on the same topic available for student use. In this way instruction can be adopted to individual needs.

While most teachers hesitate to label students, there are those with little background or interest in a given subject as well as few of the prerequisites required. For these students a teacher might look for materials:

a. with a lower reading level

b. which are more motivating (perhaps audio-visual presentations)

c. which clearly emphasize directions, new vocabulary, etc.

For advanced students in your subject, it is important that they receive more challenging work. Instructional materials might:

a. provide in-depth discussion

b. offer opportunities for enrichment activities

c. be at a more sophisticated reading and experimental level.

The middle-of-the-road student is sometimes forgotten. Instructional materials for these students might:

a. provide clear explanations without "talking down" to the students or going above their heads

b. challenge the students with new vocabulary (clearly defined) and new ideas

c. provide opportunity for extra activities without requiring them, making sure the steps allow for sequential skill building

You will undoubtedly be able to add other characteristics of instructional materials appropriate for different students in your class. These are only general guidelines to help you start thinking about matching students with materials.

Response Sheet for Enabling Objective #1

Using the performance objectives you identified at the beginning of this module, evaluate and select at least 15 instructional materials which you would use for certain types of students to achieve this objective. At least three of the materials should be in each of the following categories:

a. textbooks, monographs, pamphlets, etc.

b. audio-visual support materials

c. worksheets, handouts, workbooks, modules, etc.

Include a complete bibliographic reference for each piece of material and fill out the following chart. Star those which you have used before. Attach your list of target performance objectives and student characteristics.

Instructional Materials*	Related P.O. No.(s)	Summary of Evaluation	Type of Student For Which Recommended

*Give particular pages or section if only part related to your performance objective.

Feedback

Use the following guidelines to check your answers:

	Yes	No
1. Are there at least 15 different instructional materials?	___	___
2. Are there at least 3 in each of the following categories:		
a. textbooks, monographs, pamphlets, etc.	___	___
b. audio-visual support materials	___	___
c. workbooks, modules, etc.	___	___
3. Do all of the materials relate to one or more performance objective(s)?	___	___
4. Is there an evaluation and recommended use for each item?	___	___
5. Are the students identified for whom the modules should be used?	___	___

If you answered "Yes" to all of the above points, then move on to the next section of the module.

If you missed any of the above, then go go back and read this section of the module again.

Describe Teaching/Learning Activities

Enabling Objective #2

Given three related performance objectives (part of a unit in your area of specialization), you will describe at least one teaching/learning activity, which you have not used before, for each performance objective. These descriptions should:

a. utilize as many of the instructional materials identified in enabling objective #1 as possible

b. clearly explain what the teacher will be doing during the lesson

c. clearly explain what the students will be doing during the lesson

d. identify other resources or facilities needed

e. be appropriate for the types of students in the class.

Is teaching a science or an art? Are teachers born or are they made? Or, is teaching "just the application of common sense?" Does teacher education make a difference in the effectiveness of teachers? The unqualified answer to all of these questions is "absolutely--yes"--or "absolutely--no" depending upon the individual respondent's experience (i.e., biases).

Obviously the answer is not "yes" or "no" to any of these questions because we honestly do not know precisely how people learn. Therefore, it is difficult to state precisely how to teach. We do know that there are a variety of learning experiences. We do know that given individuals learn different tasks more efficiently through different

processes. That is, the reading approach is superior for some learners--for some tasks; the audio approach is superior for some learners--for some tasks; and, apparently most people learn more effectively when a variety of senses are used in the learning process. These include sight, sound, smell, touch, taste--and the sixth sense, which is probably a combination of all and superior to any combination.

We also know that learners are more likely to learn, use, and retain a knowledge, skill or judgment if it is taught, caught, or learned when "they have a need to know." Let's repeat that--they learn if they believe it is important to them, that they need to know. One final note on effective teaching/learning processes--art or science. It is undoubtedly a combination of both. And common sense tells us that no matter how good a person is he can always improve through a set of planned learning experiences.

Consequently the purpose of this enabling objective is to provide you some materials, ideas, and processes to help you help yourself to become an even more effective teacher. The teaching process has many components, but the two we are concerned with in this module are the appropriateness of the "Gestalt," or interaction of materials selected by the teacher with the processes used by the teacher to help a variety of students learn a set of specified objectives. The primary thrust of this objective is on the process,

the delivery system, the strategy, or the teaching/learning activities you will use for your selected performance objectives.

In applying any teaching/learning activity, there are many, many questions you can ask yourself which will assist you in determining the process you think will be most effective to teach your students a specific objective. We are assuming that for the purposes of this module you will be teaching a specific objective in each of three lessons.

Remember, you have been asked to describe three teaching/learning activities that you have not used previously. You are being asked to try something new. You might want to review Appendix C at this point. This appendix lists a number of techniques and media. Probable none of them are really new. You've at least heard of them, or seen them used but now you are going to describe one. It could, however, be something "new" because you are combining two or more processes/media to describe your teaching learning processes. You don't have to be traditional -- this is the time to use your creativity -- let yourself go. Describe processes that would excite you. If you're enthusiastic, this helps the students achieve.

Response Sheet for Enabling Objective #2 - Part A

Your first task is to name and describe each of the three strategies you have selected.

Strategy #1

The name of your strategy: _____
(Remember to be creative)

_____

Brief description of your strategy: _____

_____

_____

_____

_____

Equipment Needed, if any: _____

_____

_____

Supplies Needed, if any: _____

_____

_____

Student Instructional Materials, if any: _____

_____

_____

Teacher Instructional Materials, if any: _____

_____

_____

Resource Persons, if any: _____

_____

Facilities Needed, if any: _____

_____

Strategy #2

The name of your strategy: _____
(Remember to be creative)

_____

Brief description of your strategy: _____

_____

_____

_____

_____

Equipment Needed, if any: _____

_____

_____

Supplies Needed, if any: _____

_____

_____

Student Instructional Materials, if any: _____

_____

_____

Teacher Instructional Materials, if any: _____

_____

_____

Resource Persons, if any: _____

_____

Facilities Needed, if any: _____

_____

Strategy #3

The name of your strategy: _____
(Remember to be creative)

_____

Brief description of your strategy: _____

_____

_____

_____

_____

Equipment Needed, if any: _____

_____

_____

Supplies Needed, if any: _____

_____

_____

Student Instructional Materials, if any: _____

_____

_____

Teacher Instructional Materials, if any: _____

_____

_____

Resource Persons, if any: _____

_____

Facilities Needed, if any: _____

_____

The list of questions below is not exhaustive but has proven valuable to teachers who have used it. These teachers have also suggested the addition of specific questions which they felt were unique to their situation. These have not been included. Rather, you will find space to add one or more additional questions which have proven useful to you as you have planned to use a certain technique or process.

The following questions are provided to guide your analysis:

1. Would this approach enable students to achieve the given performance objective?

2. Are special resources required to use this approach? (Consider equipment, facilities, other teaching personnel, supplies, etc.) If so, are these available?

3. Would you need special training or talents to use this approach? If so, do you have these skills?

4. Would the approach take an appropriate amount of time?

5. Could there be any side effects on the students (e.g., increased interest in the new field, exposure to different types of persons, etc.)? Would the side effects be desirable?

6. Is the required preparation time realistic in terms of your other commitments?

7. Would you be able to use the products of the preparation for other teaching/learning activities?

8. Have students been over exposed to this type of approach?

9. Would you feel interested in teaching this way?

10. Is the cost of implementing this approach within reason?

11. Is the strategy appropriate for all students? (Consider any special needs students, etc.)

12. Other (specify)

13. Other (specify)

14. Other (specify)

Record your conclusions for each objective on the separate Response Sheet on page 37.

Response Sheet for Enabling Objective #2-B

Record your conclusions for each objective.

	QUESTION	YES FOR OBJ. 1	YES FOR OBJ. 2	YES FOR OBJ. 3	NO FOR OBJ. 1	NO FOR OBJ. 2	NO FOR OBJ. 3	NOT APPLICABLE OR COMMENTS
1.	Would this approach enable students to achieve the given performance objective?							Obj. 1 Obj. 2 Obj. 3
2.	Are special resources required to use this approach? (Consider equipment, facilities, other teaching personnel, supplies, etc.) If so, are these available?							Obj. 1 Obj. 2 Obj. 3
3.	Would you need special training or talents to use this approach? If so, do you have these skills?							Obj. 1 Obj. 2 Obj. 3
4.	Would the approach take an appropriate amount of time?							Obj. 1 Obj. 2 Obj. 3
5.	Could there be any side effects on the students (e.g., increased interest in the new field, exposure to different types of persons, etc.)? Would the side effects be desirable?							Obj. 1 Obj. 2 Obj. 3
6.	Is the required preparation time realistic in terms of your other commitments?							Obj. 1 Obj. 2 Obj. 3

QUESTION	YES FOR OBJ. 1	2	3	NO FOR OBJ. 1	2	3	NOT APPLICABLE OR COMMENTS
7. Would you be able to use the products of the preparation for other teaching/learning activities?							Obj. 1 Obj. 2 Obj. 3
8. Have students been over exposed to this type of approach?							Obj. 1 Obj. 2 Obj. 3
9. Would you feel interested in teaching this way?							Obj. 1 Obj. 2 Obj. 3
10. Is the cost of implementing this approach within reason?							Obj. 1 Obj. 2 Obj. 3
11. Is the strategy appropriate for all students? (Consider any special needs students, etc.)							Obj. 1 Obj. 2 Obj. 3
12. Other (specify)							Obj. 1 Obj. 2 Obj. 3
13. Other (specify)							Obj. 1 Obj. 2 Obj. 3
14. Other (specify)							Obj. 1 Obj. 2 Obj. 3

Now that you have analyzed each of the 3 teaching/learning activities you will be using, you have an additional task. This task requires you to describe the activity - or strategy, that you will use to <u>implement</u> each of your proposed teaching/learning strategies.

DESCRIPTION OF AN INSTRUCTIONAL STRATEGY

<u>Directions</u>: Describe how you would implement this instructional strategy on the chart on the next page. This chart is divided into three major sections: Beginning a Lesson, Body of Lesson, and Ending a Lesson. Within each of these categories, describe what the teacher will be doing and approximately how long the activity will take. Then for each teacher activity, describe what the students will be doing at the same time. See the example below.

Teaching Activity		Corresponding Student Activity
Time	Description	
5-7 min	shows filmstrip	watch & take notes

Response Sheet for Enabling Objective 2, Part C

	Teacher Activity		Corresponding Student Activity
	Time	Description	
Beginning A Lesson			
Body of Lesson			
Ending A Lesson			

Now turn to the Feedback Section and check your answers.

Feedback

Apply the following guidelines in evaluating your description of your strategy.

	YES	NO	NOT APPLICABLE OR COMMENTS
1. Has an appropriate analysis been made of the strategies?	___	___	_____
2. Is the strategy appropriate of the given performance objective?	___	___	_____
3. Will the strategy be likely to hold the interest of high school or junior high students?	___	___	_____
4. Does the strategy allow for student participation and involvement?	___	___	_____
5. Is the strategy a creative approach to teaching this performance objective?	___	___	_____
6. Is the strategy suitable for the time available?	___	___	_____
7. Is the implementation cost appropriate?	___	___	_____
8. Have the required resources been identified?	___	___	_____
1. equipment	___	___	_____
2. supplies	___	___	_____
3. student materials	___	___	_____
4. teacher materials	___	___	_____
5. resource materials	___	___	_____
6. facilities	___	___	_____
7. other	___	___	_____

	YES	NO	NOT APPLICABLE OR COMMENTS
9. Are the teacher activities related to student activities?	___	___	_____
10. Are the teacher activities sequenced logically?	___	___	_____
11. Is there sufficient diversity of teacher activity?	___	___	_____
12. Is there a sufficient diversity of student activity?	___	___	_____
13. Are supplementary materials appropriately used?	___	___	_____

If you answered Yes to all the questions above, move on to the next section of the module.

If you missed any of the above questions, go back and read this section of the module again.

Classroom Management Procedures

Enabling Objective #3

Given three related performance objectives (part of a unit in your area of specialization), you will describe classroom management procedures which would:

a. provide a way for all students to meet each objective

b. provide alternatives for students who do not pass the prerequisite skills test

c. arrange the learning activities to meet the needs of individual students

Some typical concerns which teachers express are:

How can I see that all students pass all of the objectives? I only have them for one semester.

I don't have enough time to spend with each student. How can I provide individual help?

I have students who really don't have the necessary background to do my coursework. How can I be responsible for them?

This list could continue. They reflect a concern with implementing all types of instruction with the best learning activities; these concerns relate to classroom management.

Basically, classroom management is a series of procedures designed to answer fundamental questions such as:

1. How can I arrange varying learning activities to efficiently and effectively see that all students pass?

2. What arrangements can be made to accommodate students without the prerequisite skills?

3. How can the instructional resources be arranged to provide for their most effective use?

There is no one, correct way to answer these questions. The answers vary depending upon the particular skills and interests of the teacher, the facilities and resources available, the rules of the given school, and the characteristics of the students. This section of the module will describe examples of procedures which might be effective for your classroom. The goal will be for you to adopt these (or devise other procedures) to fit into your own situation.

Arranging Learning Activities. Learning activities viewed over a long period of time must:

1. provide time for individuals to work at their own rate
2. provide opportunities for student interaction
3. provide for the most efficient way of delivering the basic knowledge
4. allow time for individual teacher-pupil interaction

Some ways to do these things follow:

1. Pattern Days (or parts of Days) by Function

   Knowledge - group lecture, audio-visual presentations, planned discovery

   Practice - laboratory work, individual practice and/or study

   Discussion - group review and clarification

   Test - individual demonstration of competencies

2. Individualized Instruction

   Division of instructional assignments by objective with continuous opportunity for instructor counseling. Students work at their own pace. Objectives may or may not be the same for all students.

3. Multiple Activities

   Students working on different activities at the same time. An example would be students divided into groups, or, students contracting for different assignments, or, basic instruction followed by multiple practice activities.

Accommodating Students Without Prerequisite Skills

This is one aspect of adapting instruction to meet individual needs. The situation can be viewed in terms of:

1. Finding ways of allowing students to learn without using the prerequisite skill
2. Providing alternative performance objectives
3. Obtaining extra help for the students to bring them up to the prerequisite level.

Often teachers use a combination of approaches. Some examples include:

1. Compensating for Prerequisites. Students typically have trouble because of basic skill difficulties--reading, mathematics, composition. One might compensate for lack of reading on the same topic at a lower reading level, or by not reading at all but using audio-visual aids, or by having the student read while listening to a tape recording of the text. Similar alternative learning activities can be arranged for the students lacking other basic skills by devising other procedures which compensate for the lack of the skill.

2. Alternative Performance Objectives. In some extreme cases, the student is so lacking in critical prerequisites that it is impossible for that student to achieve the performance objectives for your class. In this case, students must be assigned alternative objectives which would enable them to

achieve the prerequisite skills. It is easiest to do this with a separate list of assignments and separate instructional materials. Self-instructional modules are very good for this type of use.

3. Extra Help. Many students without some prerequisite can achieve the work in a class with extra help. This can be found:

   a. In Class by using student tutors. Students who have finished their work can help others. Or teacher aids can be used. Or you, the instructor, can work with the student during individual practice sessions.

   b. Out of Class by using any available support services (e.g., reading consultant, learning laboratory, math consultant) or the student may need medical or psychological examination and treatment.

Arranging Instructional Resources

Managing one's facilities and instructional materials can help all students meet the objectives by:

1. Providing Remedial and Enrichment materials

2. Providing Alternative Materials for the same objective

1. Remedial and Enrichment Materials. A teacher who provides a wealth of instructional materials for students is meeting individual needs. Often special places are arranged in the room for these extra materials. They may include games, special drills, extra readings, supplemental audio-visual aids, etc.

2. Alternative Materials. To the extent possible, it is good to have alternative learning activities for each terminal objective in your course. In this way if students do not pass the tests, there is another route for them to take to recycle through instruction.

You should be able to select or adopt and combine one or more of these sample management techniques to design your own classroom procedures to be used in the implementation of CBE learning experience.

Response Sheet for Enabling Objective #3

Write a "handout" for your class which will explain the procedures you have established to provide a way for all students to achieve all performance objectives. Consider the following:

1. What arrangements are made for students who do not pass the prerequisite skills test?
2. What provisions are there for recycling until students pass the test for each objective?
3. How will the learning activities be generally arranged to meet individual needs?

When you are through, turn to the Feedback section and check your answers.

Feedback

Use the following questions as a guide for evaluating your response.

	Yes	No	NA
1. Is there a way specified to provide time for individuals to work at their own rate?	___	___	___
2. Are there provisions for:			
a. teacher-student interaction?	___	___	___
b. student-student interaction?	___	___	___
3. Are there provisions for a variety of teaching/learning activities?	___	___	___
4. Are there provisions for accommodating student without the prerequisite skills?	___	___	___
5. Are the instructional materials arranged to meet individual needs?	___	___	___

All of the above "Yes's" must be checked.

If your explanation was complete, move on to the next section of this module.

If you missed any of the above points, go back and read this section of the module again.

VI. TERMINAL PERFORMANCE OBJECTIVE AND EXIT TEST

In this module when the enabling objectives are successfully completed, you have achieved the Terminal Performance Objective and passed the Exit Test. Your enabling objective response sheets are your proof of your mastery of this module. Turn the following pages in to your instructor:

List of Target Performance Objectives and Student Characteristics

Response Sheet for Enabling Objective #1 - p. 27

Response Sheet for Enabling Objective #2 - p. 33

Response Sheet for Enabling Objective #3 - p. 48

APPENDIX A

Other Guides To

Free and Inexpensive Materials

OTHER GUIDES TO FREE AND INEXPENSIVE MEDIA MATERIALS*

BEAUTIFUL JUNK. by Diane Warner and Jeanne Quill. Project Head Start, Office of Child Development, Department of Health, Education and Welfare, P. O. Box 1182, Washington, D. C. 20013 (Free)

A concise presentation of ideas for using common community and home materials for arts, crafts, and construction in classrooms. Usefulness extends beyond pre-school years.

BIG ROCK CANDY MOUNTAIN: RESOURCES FOR OUR EDUCATION. Dell Publishing Co., Inc., 750 Third Ave., New York, NY 10017. ($4)

Has a "counter-culture" ring to it, like its parent publication, THE WHOLE EARTH CATALOG. Many useful teaching ideas and sources of classroom materials are presented in a highly palatable form. Also opinions about education, mostly of the free school persuasion.

EDUCATORS' GUIDE TO FREE FILMS. Educators Progress Service, Inc., Randolph, WE 53956. ($11.75)

FARALLONES SCRAPBOOK. by Sim Van Der Ryn, et.al. Random House, 201 E. 50th St., New York, NY 10022. ($4)

This free-flowing book combines classroom arrangement, teaching ideas, construction activities, poetry, and a compendium of rapping and opinion in a very pleasant and useful package.

FILM CATALOG FOR CLASSROOM USE. Modern Talking Picture Service, 2323 New Hyde Park Road, New Hyde Park, Long Island, NY 11040. (Free)

Many, many films for your classroom for the price of return postage only.

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*An adaptation of "Free or Low Cost Resources," Learning, 1:11, May, 1973.

GUIDE TO EDUCATIONAL MEDIA. by Rufsvild and Guss. American Library Association.

MATERIALS LIST: A USEFUL LIST OF CLASSROOM ITEMS THAT CAN BE SCROUNGED OR PURCHASED. EDC, 55 Chapel St., Newton, MA 02160. (72¢)

This handy list is one of the few that breaks down resources into subject areas (math, language arts, etc.). In addition to free materials, this booklet covers a variety of low-cost games, toys, puzzles and science aids.

STANDARD AND POOR'S REGISTER OF CORPORATIONS, DIRECTORIES AND EXECUTIVE Standard and Poor's Corp., 345 Hudson St., New York NY 10014.

Directory of business and corporation addresses, available at most libraries.

A STARTER CATALOG OF FREE MATERIALS. The Resource Center for Man-Made Environment Education, Department of Architecture, North Dakota State University, Fargo, ND 58102. (Free)

Paul Groth and Rich Engebretson have done a fine job of indexing the resources available to classroom teachers for relating architectural and engineering concepts to more traditional subjects. Catalog also discusses some features of the social environment that teachers might draw upon.

THE LEARNING DIRECTORY. Westinghouse Learning Corp.

TRASH TO TREASURE. by Sue McCord. Project Change, State University of New York at Cortland, Cortland, NY 13045. ($1)

More nice ideas for using cast-off materials in the classroom. Stresses art projects. Well-illustrated.

WHOLE EARTH CATALOG. Portola Institute, Inc., Menlo Park, CA

"Function: The Whole Earth Catalog functions as an evaluation and access device. With it, the user should know better what is worth getting and where and how to do the getting. An item is included in the catalog if it is deemed: (1) Useful as a tool, (2) Relevant to independent education, (3) High quality or low cost, (4) Easily available by mail."

APPENDIX B

Evaluation Forms for
Instructional Materials

1. Textbooks
2. Audio-Visual
3. Modules

TEXT EVALUATION FORM*

I. GENERAL INFORMATION

A. Title _____

B. Author _____

C. Publisher _____

D. Date of Last Revision _____

E. Cost _____ Source _____

F. Reading Level _____

G. Program for Which Text is being considered: _____

_____

H. Course or selected performance objectives for which Text is being considered:

_____

I. What is the range of topics covered? _____

_____

_____

_____

_____

J. Is there a particular approach taken in this material (i.e. content area-philosophy, educational philosophy, format, etc.)?

_____

_____

_____

_____

*This form is appropriate for evaluating books as well as other forms of printed material such as monographs, workbooks, pamphlets, or other bound written material.

	Yes	No	Not Applicable or Comments
II. FORMAT			
A. Is there a table of contents?	___	___	_____
B. Is there an index?	___	___	_____
C. Does the layout facilitate easy reading and emphasis of major points?	___	___	_____
D. Is there a bibliography of related references?	___	___	_____
E. Are there illustrations, charts, diagrams, etc.?	___	___	_____
F. Is the construction of a quality which will withstand student use? (i.e. paper, binding, cover)	___	___	_____
G. Is the background and/or authority of the author described?	___	___	_____
H. If so, does the author have appropriate expertise in the subject area?	___	___	_____
I. Are there any matching materials?			
1. Instructor's guide	___	___	_____
2. Tests	___	___	_____
3. Student Workbook	___	___	_____
4. Application Exercises	___	___	_____
III. CONTENT			
A. Is the content free from bias?			
1. racial	___	___	_____
2. sexual	___	___	_____
3. ethnic	___	___	_____
4. advertising	___	___	_____

	Yes	No	Not Applicable or Comments
B. Is there an objectivity in the treatment of controversial subjects?	___	___	_____
C. Are explorations provided for technical terminology either in a glossary or the text?	___	___	_____
D. Is the content appropriate for the students' age, maturity, and knowledge level?	___	___	_____
E. Is the content accurate, relevant, and timely?	___	___	_____
F. Will the content enable students to achieve the given performance objectives or can it be adapted to do so?	___	___	_____
G. Is the reading level appropriate for your students?	___	___	_____
H. Is the text written in an interesting, motivating manner?	___	___	_____
I. Is the approach of the text consistent with other instruction in your program?	___	___	_____
J. Will the charts, illustrations, and diagrams help the students to understand the concepts? (i.e. not confusing, accurately reflect content, etc.)	___	___	_____
K. Is the content complete? (i.e. have all critical facets of the topic been covered?)	___	___	_____

IV. OVERALL REACTION

A. Would this text be a superior set of learning experiences for your course or given performance objectives?	___	___	_____
B. Would you recommend purchase of these books for a class?	___	___	_____

AUDIO-VISUAL PRESENTATION*

EVALUATION FORM

I. GENERAL INFORMATION

A. Title of Audio-Visual Presentation _____

_____

B. Type of Material _____

C. Date of Development or Last Revision _____

D. Copyright _____ Yes _____ No

E. Length _____

F. Is presentation currently available to you? _____ Yes _____ No

If No, What is the Cost? _____

G. Related Program: _____

_____

H. Related Course: _____

_____

I. Related Program Goal(s): _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

*This form is suitable for evaluating materials such as the following: slide-tape presentations, filmstrip-audio presentations, films, video-tapes.

J. Related Performance Objective(s): _____

II. FORMAT

	Yes	No	Not Applicable or Comments
A. Title and Credit Slide Sequence			
1. Is there a title slide?	___	___	_____
2. Is the developer identified?	___	___	_____
3. Are Credits Listed? (This may include writer, narrator, artist, etc.)	___	___	_____
B. Is there an overview or a general statement of purpose at the beginning?	___	___	_____
C. Is this to be used for individualized instruction, is a performance objective stated at the beginning?	___	___	_____
D. Is there a summary at the end?	___	___	_____
E. Are the visual and audio components clearly labeled?	___	___	_____
F. Are the slides (if any) numbered sequentially? (number or frame or film)	___	___	_____

III. CONTENT

A. Is the content free from bias?			
1. Racial	___	___	_____
2. Sexual	___	___	_____
3. Ethnic	___	___	_____
4. Advertising	___	___	_____
B. Is the content appropriate for the students' age, maturity, and knowledge level?	___	___	_____
C. Is the content consistent with other instruction presented in the program?	___	___	_____
D. Is the content accurate, relevant, and timely?	___	___	_____

	Yes	No	Not Applicable or Comments
E. Do the steps follow logically and sequentially?	___	___	_____
F. Does the content help the learner achieve one or more performance objectives?	___	___	_____
G. Is the content presented in an interesting, motivating manner?	___	___	_____
H. Are there any elements which would distract your students? (e.g. out of style clothing, narrator's accent)	___	___	_____
IV. VISUALS			
A. Are the visuals in color?	___	___	_____
B. Is each visual clear?	___	___	_____
C. Do the visuals match the accompanying narration?	___	___	_____
V. AUDIO			
A. Is the vocabulary appropriate for the level of students?	___	___	_____
B. Is the narration appropriate?			
1. Is the narration clear?	___	___	_____
2. Is the voice pleasant to hear?	___	___	_____
3. Is the narration enthusiastic?	___	___	_____
C. Is there music in the audio?	___	___	_____
D. If so, does it contribute to the overall effect?	___	___	_____

	Yes	No	Not Applicable or Comments
VI. AUDIO-VISUAL COMBINATION			
A. Is the audio synchronized with the visuals?	___	___	_____
B. Are there enough pictures to explain the audio?	___	___	_____
C. Are there pauses to allow for comprehension of the material?	___	___	_____
D. Are the pauses appropriate length?	___	___	_____
VII. OVERALL REACTION			
A. Was the presentation short enough to retain attention?	___	___	_____
B. Would this presentation be a superior learning experience for the given performance objective?	___	___	_____
C. Would you recommend purchase of this presentation?	___	___	_____

If you answered "Yes" to VI B & C above, but have more than 4 No's on your evaluation form, provide a rationale for your decision below:

MODULE EVALUATION FORM

I. GENERAL INFORMATION

A. Title of Module _____

_____

B. Type of Module:

1. Is it self-contained? _____ Yes _____ No

2. What is the scope?

_____ a single specific performance objective, or

_____ a complex terminal performance objective with enabling objectives

C. Are there any supporting materials (e.g. audio-visual presentations, instructor's guide, etc.) which accompany this module? _____ Yes _____ No

If Yes, describe _____

_____

_____

D. Date of Development or Last Revision _____

E. Length _____

F. Reading Level _____

G. Is this module currently available to you? _____ Yes _____ No

If No, what is the cost? _____

Where is it purchased? _____

_____

Can it be reproduced? _____ Yes _____ No

H. Program for which module is being considered: _____

_____

I. Course for which module is being considered: _____

_____

J. Related Program Goals: _____

K. Related Performance Objectives: _____

II. FORMAT

	Yes	No	Not Applicable or Comments
A. Is there a cover page which includes:			
1. the title and/or module identifier	___	___	_____
2. the date developed	___	___	_____
B. Is there an introduction?	___	___	_____
1. Does it describe the purpose of the module?	___	___	_____
2. Does it describe the need for the instruction?	___	___	_____
C. Are there performance objectives specified? If so, are the objectives:			
1. written to include conditions, performance, and criteria?	___	___	_____
2. clearly understood by students?	___	___	_____
3. written to include both terminal and enabling objectives?	___	___	_____
D. Is there a section for Background Information? If so, does it include:	___	___	_____
1. Related Program Goals?	___	___	_____
2. Estimated Student Work Time?	___	___	_____
3. Lists of related resources or references?	___	___	_____
E. Is there an Exemption Test? If so, ...	___	___	_____
1. Is there one or more test items for each objective?	___	___	_____

	Yes	No	Not Applicable or Comments
2. Do the test items match the performance objectives?	___	___	_____
3. Is there a feedback section (i.e. answers) for the exemption test?	___	___	_____
F. Is there a Prerequisite Skills Test?	___	___	_____
G. Are there learning experiences for each of the performance objectives?	___	___	_____
H. Is there an opportunity for students to test themselves after each objective's learning experiences? If so,	___	___	_____
1. Is there feedback after each self-test?	___	___	_____
I. Is there an exit test at the end of the module?	___	___	_____
J. Does the layout of the module facilitate easy reading and emphasis of major points?	___	___	_____
K. Are there illustrations?	___	___	_____
III. CONTENT			
A. Is the content free from bias?			
1. racial	___	___	_____
2. sexual	___	___	_____
3. ethnic	___	___	_____
4. advertising	___	___	_____
B. Are explanations provided for technical terminology either in a glossary or the text?	___	___	_____
C. Is the content appropriate for the students' age, maturity, and knowledge level?	___	___	_____

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	Yes	No	Not Applicable or Comments
D. Is the content accurate, relevant, and timely?	___	___	_____
E. Do the learning experiences follow logically and sequentially?	___	___	_____
F. Does the content help students achieve the performance objectives in your course or can it be easily adapted to do so?	___	___	_____
G. Is the content consistent with other instruction in your program?	___	___	_____
H. Are the learning experiences written in an interesting, motivating manner?	___	___	_____
I. Is the reading level appropriate for your students?	___	___	_____
J. Are both knowledge and application experiences included?	___	___	_____
K. Are there a variety of types of learning experiences?	___	___	_____

IV. OVERALL REACTION

A. Would the module take an appropriate amount of your class time or could it be adapted to do so?	___	___	_____
B. Could this module be used in a variety of ways in your class? (i.e. supplementary activities, remediation, etc.)	___	___	_____
C. Would this module be a superior learning experience for your specific performance objective?	___	___	_____

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APPENDIX C

Essential and Implied Characteristics of Teaching Methodologies

ESSENTIAL AND IMPLIED CHARACTERISTICS OF TEACHING METHODOLOGIES

All of the terms below are methodologies, i.e. a set of particular strategies and tactics a teacher can use in presenting content. These are commonly referred to as the major "strategies of teaching."

Audio-Visual Materials

Essential Characteristics: an organized visual and audio presentation of information (software) which usually requires equipment (hardware) i.e. 16mm film projector.

Implied Characteristics: can be used by individuals, small and large groups, can be locally produced by the teacher or student, can be commercially produced, present photographic reproduction of reality, enlargement of small print or pictures, provides for a variety of approaches, encourages active participation, varied learning activities stimulate high interest, lengthen the attention span and promote persistent effort.

Brainstorming

Essential Characteristics: group interaction which allows individuals to express their opinions with the group, to present ideas or to re-think previous ideas.

Implied Characteristics: usually involves small group, permits for differences of opinions, can lead to a plan of action, may have some time limitations.

Case Study

Essential Characteristics: a method of gathering information or researching about a certain person or situation.

Implied Characteristics: provides for background information, usually involves small groups or an individual, can use interview technique, may utilize visual devices such as pictures and others, can involve sociograms on individuals.

Demonstration

Essential Characteristics: this is an organized planned performance of procedures and processes, which has at least two parts, a) a short preparatory period during which the purpose(s) of the demonstration is presented, and b) the actual performance which can include a verbal explanation.

Implied Characteristics: may be used to demonstrate new skills, science experiments, etc., may be for large and/or small groups, may be for an individual, can be for a short or long period of time, can be presented by the teacher or one of the students, or a combination, can have follow-up period for practice of the process or procedures demonstrated, can use audio-visual materials.

Discussion

Essential Characteristics: group interaction in which individuals can express ideas, opinions and thoughts, even if it is not popular, listen to opinions of others, and provides a means of seeking the ideas and judgments concerning the topic.

Implied Characteristics: there are differences of opinion on topics, can be large or small group, no time limitations on discussion, provides the opportunity in getting to know the

students, can follow a lecture can create new interests.

Drill

Essential Characteristics: repetition of concepts, words, mathematical formulas, etc., until it is memorized.

Implied Characteristics: can be large group, small group, or individually, may be verbal or written, involves student response, can utilize other students in class.

Field Trip

Essential Characteristics: the opportunity to visit the resources in the surrounding community, i.e. fire station.

Implied Characteristics: gives students direct experience with their environment, may lead to further interest and studies or projects, can involve parents, valuable and inexpensive specimens can be secured, may be for large or small groups.

Group Work

Essential Characteristics: a method of classroom organization in which a small group of students (usually 10 or less) with mutual learning objectives assemble in a suitable place for a predetermined length of time, the teacher functions as instructor, coordinator, and leader, the group's work must contribute to the total activities and objectives for the large group.

Implied Characteristics: used so that groups may either receive instruction, work together on a project or interact in a non-directive manner to examine and discuss a mutual problem.

Guest Speaker

Essential Characteristics:	usually an available expert on a specific subject matter, i.e. a dentist.
Implied Characteristics:	usually for large groups, can assist in career decisions, usually informative, presentation of various viewpoints on political, social and economic issues, it is usually inexpensive, provides for better understanding of community, can use existing resources from within the community, i.e. retired people, lawyers, doctors, etc.

Self-Paced, Instructional Module, Learning Package

Essential Characteristics:	a sequential written or audio presentation of learning experiences based upon stated performance objectives. The learning experiences are coupled with specified management procedures which allow for self-pacing, individual conferences with the instructor regarding progress, and alternative assignments and/or materials depending on individual characteristics and/or interests.

Individualized Instruction

Format:	statement of performance objective, background information, exemption test, prerequisite skills test, learning experience, exit test, and review when necessary.
Implied Characteristics:	some dependence on programmed instruction, usually self instructional modules can include branching, and self-selection of objectives, can have alternative delivery systems incorporated into the learning experiences, can use audio-visual devices and supporting software for instruction.

Lecture

Essential Characteristics: an organized, verbal presentation of information.

Implied Characteristics: can introduce a unit of study, can be used for summarizing a problem for study, can provide information which is difficult for students to find, involves some length of time, i.e. 15-20 minutes, may use visual devices.

Panel Discussion

Essential Characteristics: usually involves 3-7 students interacting on a central topic, and provides a chance for members of the class to ask questions and/or make comments, refer to discussion for other characteristics.

Projects (i.e. term papers, research projects, etc.)

Essential Characteristics: a chosen or assigned topic in which the student researches and presents the information to the teacher or the class, can use audio-visual devices to present project.

Implied Characteristics: provides a chance for the student to express his/her ideas and thoughts, provides an opportunity for the student to research a variety of topics, can create new interests, presents possibilities for researching the community, i.e. finding available resources, interviewing leaders in the community, etc., can improve communication skills of the student.

Questions and Answers

Essential Characteristics: a period of time designated for content clarification and amplification with student generated questions.

Implied Characteristics:	responses can come from either the teacher and/or the students, time period for questions and answers should last at least 15 minutes.

Review/Reinforcement

Essential Characteristics:	an organized summary (using a variety of approaches) of key points of content which follows instruction.
Implied Characteristics:	may be verbal or written, may involve activities such as student practice, group projects, may be a short summary at the end of a lecture, may last longer than one class period, may be a preparation for a test, involves student responses, can use a variety of visual devices.

Role Playing

Essential Characteristics:	the practice or experience of being someone else, instructions can be provided as to how to play the role.
Implied Characteristics:	provides opportunity for student to increase insight into how a person may feel in a given situation, can provide data for an observing group, can be small group or large group, may have time restrictions, can be fictitious role in which player is seeking to acquire an understanding of relationships or actions.

Simulation Games

Essential Characteristics:	a model or caricature containing a representation of reality (simulation) which utilizes role-playing and a game structure, with rules of play and a method of determining a winner or winners.

Implied Characteristics:	can present reality in a classroom, provides student an opportunity to cope with unpredictable circumstances, can teach social interaction, can involve a large group, small group or individual, has time constraints, can illustrate the relationship between decision-making and its consequences, is extremely flexible, i.e. rules can be changed.

CHARACTERISTICS OF MEDIA*

1. Programmed Instruction:

   a. 1 to 1 ratio
   b. sequential order - step by step progression
   c. immediate reinforcement
   d. progress at individual's rate of learning
   e. immediate response

2. Motion Picture: 16mm films

   a. employs motion
   b. visualizes
   c. includes environmental sounds
   d. employs color when useful
   e. is related to the school curriculum
   f. provides visual concepts that cannot ordinarily be attained in classroom situation
   g. provides: slow motion, stop action, speeded up motion, photo-micrography, animation, direct photography, x-ray photography - these are unique contributions of the film

3. Motion Picture: 8mm films

   Has most of the characteristics of 16mm film except for sound. It is usually in cartridge form, can be produced locally, and is handy for recording special events.

4. Television:

   a. mass media
   b. provides a high level of teaching and learning experience in areas where such teaching is not provided by the local school district
   c. education can occur for a large number even though instructors of good quality are limited
   d. may draw upon audio-visual materials which are not available to regular classroom teachers - television can employ any other type of audio-visual media
   e. provides the advantage of immediacy
   f. videotape can be reshown or projected - in this way the same material can be presented many times through the day

5. Educational Radio:

   a. provides an immediate awareness of an opportunity for listening participation in current history.

*The characteristics were extracted from the publications listed on pages 4, 5 of this module.

b. school broadcast is an effective means of presenting music and teaching appreciation of music
c. makes it possible for experts to visit classrooms
d. provides immediacy
e. mass media

6. Filmstrips, Slides and Transparencies:

a. can be arranged in any order, except for filmstrip
b. can progress at own rate
c. easily made
d. require only moderate darkened room
e. are inexpensive
f. provide color inexpensively
g. may be used with verbal cues
h. many available
i. attention focusing advantage

7. Slides:

a. used in any order

8. Filmstrips:

a. frames are presented in sequential order
b. they cannot get mixed up
c. they are easily damaged

9. Transparencies and Overhead Projection:

a. can be operated from front of room so that eye contact can be maintained
b. can project 1 step at a time and end up with complete projection - overlays
c. cellophane roll is built in many so that writing may be done and then removed immediately
d. transparency itself can be written on without damage
e. material easily traced in making transparencies

10. Opaque Projection:
a. permits non-transparent materials to be projected on screen for group use and teaching (books, flat pictures, objects, specimen)
b. mass or readily available and cost free materials
c. material can be transferred to the chalkboard for tracing
d. attention focusing advantage

11. Tape Recorder:

a. is an audio aid

b. presents semi-permanent sound recordings
c. can be erased and used again
d. presents voice realistically
e. may be used over and over again
f. on some recorders, speed can be regulated

12. Phonograph:

a. most of characteristics of tape
b. available with no distance barrier
c. relatively inexpensive
d. teacher has complete control in using educational recordings
e. provides self-regulated speed

13. Chalkboard:

a. makes possible to change quickly and rearrange - both valuable in developmental thinking
b. may be used in combination with projected media
c. students are overtly involved and it involves their interests and use
d. easily obtained and readily available
e. focuses attention and makes things interesting
f. is adaptable and flexible
g. stimulates fast and slow learners
h. develops a logical sequence
i. moves at the rate of the learner and instructor
j. a media through which group projects can be done

14. Flat Pictures: Good Pictures:

a. readily available with little cost
b. good pictures attract attention, arouse interest
c. infinite variety of pictures
d. well suited for individual and small group study
e. well suited for group study in combination with overhead projector
f. ideally suited for study displays
g. easily stored
h. may be used over and over if mounted and cared for
i. good pictures include good organization and composition
j. good pictures include harmonious color
k. techniques used by photographers and artists are effective

15. Graphs:

a. may present a visual representation of numerical value
b. compare qualitative information simply and quickly

c. reveals the most important relationship in data
d. inherently more interesting than number tabulation

16. Diagrams:

a. most condensed of all drawings
b. show interrelationships, general outlines or key features of a process, object, or area
c. visual shorthand when well done

17. Charts:

a. combines graphics and pictorial media
b. visualizes relationship between key facts and ideas in an orderly and logical way
c. show relationship as a sequence of events

18. Posters:

a. communicate a single idea
b. tell an obvious story
c. tell a story quickly
d. catch the eye
e. capture the imagination
f. silent teachers - always working without a human
g. may be used for motivation, reminders, atmosphere and campaigns
h. can be put in an obvious place

19. Cartoons:

a. communicate a single idea
b. employ humor, caricature, satire, exaggeration, symbolism
c. power is to influence public opinions
d. very compact
e. simplifies issues
f. catches the eye
g. is motivational

20. Comic Strips:

a. has wide appeal
b. has colorful illustrations, rapidly moving story, and realistic people as characters
c. tell a story
d. capture the attention

21. Flannel Board:

a. logical sequence

b. easily rearranged and removed
c. visualizes concepts
d. provides visual change during discussion
e. easily made

22. Models:

a. reduced imitations of large objects or enlarged imitations of small objects
b. provide interior views of objects normally covered and otherwise invisible
c. employ color and texture to accent important features
d. can be touched by the student

23. Objects and specimens:

Pr .de the real object, if not too complex for easy obser- on, and give firsthand experience to student.

24 Diorama:

a. 3-D scene incorporating objects, figures, and backgrounds in perspective
b. provides realism in miniature

25. Community Study:

a. extends classroom into the community or brings community into the classroom
b. gives all learners increased experience with the real thing
c. acquaints learners with own community workings

26. Computer-assisted Instruction:

a. Because CAI is a computer-based system, it never gets tired, distracted, angry, or impatient, and it never forgets.
b. CAI can use the storage facilities of the computer to assess individual progress and to initiate and monitor remedial work as it is needed.
c. Through the use of time-sharing, CAI can accommodate many students, each of whom appears to have exclusive use of the computer.
d. Through the use of tele-processing, one computer can service many terminals and many locations. Terminals can be separated by hundreds of miles.
e. The control of the learning process is always vested in learning sequences created by instructional personnel. CAI permits the teaching staff to take on the coordinator's role in the teaching-learning process. The teacher can use his time more productively,

e.g., in individual counseling and in guidance of students who require additional assistance.

f. CAI can perform its functions with less error and more speed than a human instructor.

ADVANTAGES AND LIMITATIONS OF AUDIO-VISUAL MATERIALS*

MATERIALS	ADVANTAGES	LIMITATIONS
Photographic print series	1. Permit close-up detailed study at individual's own pacing 2. Are useful as simple self-study materials and for display 3. Require no equipment for use.	1. Not adaptable for large groups 2. Require photographic skills, equipment and darkroom for preparation.
Slide Series	1. Require only filming, with processing and mounting by film laboratory 2. Result in colorful, realistic reproductions of original subjects 3. Prepared with any 35mm camera for most uses 4. Easily handled, stored, and rearranged for various uses 5. Easily revised and updated 6. Increased usefulness with magazine storage and automatic projection 7. Can be combined with taped narration for greater effectiveness 8. May be adapted to group or to individual use.	1. Require some skill in photography 2. Require special equipment for close-up photography and copying 3. Can get out of sequence and be projected incorrectly if slides are handled individually.

*The characteristics were extracted from the publications listed on pages 4, 5 of this module.

Filmstrips	1. Are compact, easily handled, and always in proper sequence 2. May be supplemented with captions or recordings 3. Are inexpensive when quantity reproduction is required 4. Are useful for group or individual study at projection rate controlled by instructor or user 5. Are projected with simple light-weight equipment.	1. Are relatively difficult to prepare locally 2. Require film laboratory service to convert slides to filmstrip form 3. Are in permanent sequence and cannot be rearranged or revised.
Recordings	1. Easy to prepare with regular tape recorders 2. Can provide applications in most subject areas 3. Equipment for use easy to operate 4. Flexible and adaptable as either individual elements of instruction or in correlation with programmed materials.	1. May have a tendency for overuse, as oral textbook reading 2. Requires moderate to high equipment costs, complex installation, and continual maintenance for extensive individual facilities.
Overhead Transparencies	1. Can present information in systematic, developmental sequence 2. Use simple-to-operate projector with presentation rate controlled by instructor 3. Require only limited planning	1. Require special equipment, facilities, and skills for more advanced preparation methods.

	4. Can be prepared by variety of simple, inexpensive methods 5. Particularly useful with large groups.	
Motion Pictures	1. May consist of complete films or short film clip 2. Are particularly useful in describing relationships, or giving impact to topic 3. 8mm film reduces cost for materials and services 4. Are useful with groups of all sizes and with individuals 5. Sound is easily added on magnetic film 6. May include special techniques for handling content 7. Insure a consistency in presentation of material.	1. May be expensive to prepare in terms of time, equipment, materials, and services 2. Require careful planning and some production skill 3. A changing field in which some present equipment may become obsolete.
Combinations of Media	1. Combine slides or motion pictures with transparencies; or photographs, slides, or filmstrip for follow-up study after motion picture 2. Provide for more effective communications in certain situations than when only a single medium is used.	1. Require additional equipment and careful coordination during planning, preparation, and use.

Television and Display Materials	1. Permit selecting the best audio-visual media to serve program needs 2. Permit shifting from one medium to another during program 3. Permit normally unavailable resources to be presented 4. New-type display boards provide flexibility in displaying various kinds of objects and writing on surface.	1. Do not exist alone, but are part of total television production 2. Must fit technical requirements of television 3. At times require rapid preparation of materials 4. Some display boards are expensive to make or purchase.

COMMUNITY COLLEGE APPLICATION

SELECTING LEARNING ACTIVITIES

Before you read Module #4, read this and think of your community college situation . . .

For community college students, every phase of the teaching/learning process is of equal importance. However, some parts appear to be more equal than others! Community college vocational students don't have to be entertained, but they will object if you don't present your materials effectively. Therefore, it is your responsibility to continue your planning strategies and learn How to present your objectives so that teaching has greater impact.

In Modules 1, 2, and 3 you have had a series of experiences in planning what you were going to do, why you were going to teach specific objectives, and how you would know what your students had learned. In Module #4, you will have to review and probably explore new techniques for putting your best foot forward as you prepare to teach your next occupational class. More importantly, you will continue with your planning process so that you will have specific strategies for teaching a specific performance objective to specific types of community college vocational students. Ideally, you will also be using some different materials and different methods, or teaching strategies.

You know your content, you are a specialist. You know your students. You know they just "want the facts". You

want your students to be able to demonstrate those competencies that you have and they need to be successful in your profession. How you present your expertise so that they can learn most effectively is the thrust of Module #4.

As you work through this Module, try to think of specific individuals you have taught how to do something. Also, think of the variety of types of students you have had, or will be teaching. What problems or questions did they have as you taught? What materials and/or methods of teaching did you use? Finally, concentrate on trying to find new -- or different materials and methods you can try. Remember, you need to tie these new materials and methods to specific objectives to be taught to your students.

After you have read Module #4, read this and consider these applications to community college programs . . .

At this stage, you have developed or revised a set of program goals, performance objectives for a specific course, and objective referenced test items for several of those objectives. Furthermore, you have just tried your hand at selecting strategies for teaching a cluster of those objectives. You have worked hard and you have a set of materials which you hope are OK. At least, you've been trying and have done lots of planning. Now we are suggesting that you review the materials you prepared for Module #4 and see if you want to make any changes after reading this part of the community college application. Let's take a look at several ideas presented by other

vocational community college faculty for teaching a specific objective. Here's one from a metal working instructor:

> Given the necessary equipment tools and supplies, you will forge a chisel within 1/8 inch of the dimensions shown on a drawing.
>
> Suggested learning activity: Have students sketch a two view drawing of the chisel.

What do you think? Are your ideas better than the above? Well let's hope so, because there's several things that obviously need improvement:

First of all the performance objective calls for the "forging of a chisel"--the actual production of a product. However, the learning activity proposed is to "have students sketch a two view drawing of the chisel." This product, a drawing, is not what is specified in the TPO. So, Rule #1 is:

THE TEACHING/LEARNING STRATEGY SHOULD BE DIRECTED TOWARD ACHIEVING THE STATED P.O.

You may also question how exciting, or even interesting this lesson will be. Notice, especially how slow learnings are to be treated. Also, the process used is very common and is probably the only one this instructor has ever used. Rule #2 is:

TRY TO USE DIFFERENT METHODS/MATERIALS FROM TIME TO TIME

It's true that different occupational areas may provide unusual opportunities for using "new" different strategies. But, not all instructors use their imagination as much as they might. Fashion Merchandising requires ingenuity, however, if the students are to secure employment and advance. So let's look at the strategies used by an instructor to teach this P.O.:

Students will identify three ways in handling problems with an irate customer with faculty merchandise, pleasing the customer.

Suggested learning activities:

1. Students will tell some of their problems, and how they were solved.
2. Students will role play--arriving at fair solutions with the customer.
3. Students will invite resource people to speak to the class.
4. Above average students will write a play to be given in class.

What did you notice about the strategy that you might use--or adapt? First, the instructor got the students involved by having "tell of some of their problems and how they were solved." This is a basic strategy and gives us Rule #3:

DEVISE STRATEGIES THAT REQUIRE

ACTIVE STUDENT PARTICIPATION

Notice, also that this instructor intended to use resource persons to speak to the class and also planned to have the students role play the situation and "arrive at a fair solution with the customer." Rule #4 here is:

USE A VARIETY OF TEACHING/LEARNING ACTIVITIES

TO SECURE AND MAINTAIN STUDENT INTEREST

One additional rule can be drawn from this item. The above average students are asked to do something creative. They are given the opportunity to write a play to be given in class. They are not required to do more of the same thing, which is a typical assignment for those who complete the objective before the rest of the class. Rule #5 is:

ABOVE AVERAGE STUDENTS SHOULD BE ENCOURAGED BY YOUR

ASSIGNMENTS TO DO ABOVE AVERAGE TASKS

Modules can provide an excellent opportunity learning situation for your students. Although, they are not used as frequently as they might. We can learn from both good and not so good models. For example, the following is a recommendation for a teaching strategy in office education:

> Students will type materials at 40 wpm with no more than 5 errors.
>
> Suggested learning activities: Give rewards or penalties each day for increases or decreases in speed

What do you like about it? What could you use in your teaching? What wouldn't you use? Well, we know that for most people, most of the time we get more positive results from rewards than we do from punishment. Therefore, it might not be too appropriate in most situations to use punishment. This negative feedback may well "turn off" your class. So Rule #7 is:

DEVELOP POSITIVE TEACHING/TESTING STRATEGIES

Notice also that the poorer students or at least those that do not achieve a greater speed every day will be punished. Their punishment--do extra work! The consequence of this strategy may be quite negative. Furthermore, the above average students have little or no incentive and really get no special consideration. Unfortunately the most devastating point in this strategy is that it would be almost impossible for even the best, most conscientious student to improve their skill every day. Rule #8 is:

SET REALISTIC, ATTAINABLE GOALS FOR YOUR STUDENTS

Why not take a few minutes to compare what you have written for this module with some suggestions from other community college instructors. Make whatever changes you have time for. Remember, you like a variety.

You like new and different things. You like people who are interesting. You like people who are organized and who do not waste your time.